



School Counselor: _____

Date: _____

AACPS Core Curriculum Topic: **Erin's Law Lesson # 1 of 2** Grade(s): **1**

ASCA Mindsets & Behaviors standards addressed:

- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
 - Demonstrate personal safety skills
 - Demonstrate effective coping skills when faced with a problem
 - Demonstrate advocacy skills and ability to assert self, when necessary

Essential question and 21 Century Learning connection:

- How do I keep myself safe at home and in my community?
- How do I tell the difference between appropriate and inappropriate touching?

Objectives/Outcomes:

- Describe the difference between safe and unsafe touches.
- Practice asserting themselves by using the "Shout, Run, Tell" rule.
- Name at least one Trusted Adult.

Materials (please attach any supplemental materials referenced in the lesson):

- Website: www.fightchildabuse.org
- Poster of the "Protect Yourself Rules"-free from website
- Videos from website: "**Safe Touch, Unsafe Touch**" (2:07) and "**Shout, Run, Tell**" (1:45)
Optional "Protect Yourself Rules" (2:43)
- Student activity – Paper Doll activity and The Protect Yourself Rules mini-poster
- Optional – Letter to send home after lesson
(Note: This does **not** replace the mandatory letter informing parents before lessons).

Procedure:

- Lesson topic today will focus on personal safety. Ask, "**What are some things you do to stay safe?** (*wear seatbelt & bike helmets, look both ways before crossing the street, stay close to grown-ups in public, don't talk to strangers etc...*) **Who keeps you safe?** (*parents, grandparents, teachers, coaches, babysitters*)"
- Share with students that we learn lots of different ways to stay safe in school. Compare to Fire Drills/ Bus Drills that they are familiar with. **Today we will talk about another way to stay safe that can be used at home, at school and even when they are out in the community at stores, restaurants and parks.**
- Remind students of "**Protect Yourself Rules**" that they had in Kindergarten – "**Safe and Unsafe Touches**," "**Shout, Run, Tell**" and "**Stranger Safety**". These rules are important in helping kids stay safe. Let them know that Lenny and Sarah, the children in the videos along

with their school counselor, Ms. Barbara, are going to help us learn how to stay safe and what we can do if we are ever in an uncomfortable situation. (Optional: Show video “Protect Yourself Rules”)

- **Today we will discuss “Safe Touches and Unsafe Touches.** Share that **most touches are SAFE touches** (*hugs from our parents, pats on the back from our teachers*) **but some touches are UNSAFE** (*hitting, pinching, touching private parts*).
- Explain that **Safe touches usually make us feel safe and loved. Hugs from our family, pats on the back and high-fives are important. These are good touches that everyone needs.** Have the students give two **thumbs up** for SAFE touches. **UNSAFE touches make us feel uncomfortable and sometimes even afraid or scared. Unsafe touches are touches that hurt us (like hitting, pinching, kicking) or make us feel uncomfortable (like if someone touches a child’s private parts). Private parts of the body are the areas that are covered by a bathing suit.** Have students make an ‘X’ with their arms for UNSAFE touches. Encourage them to make these motions during the lesson (remember to model it) to increase engagement and kinesthetic learning. **Tell students that no one should touch their private parts...not other children, teenagers or grown-ups.**
- Tell students that there are **two exceptions** to this rule. **Doctors** sometimes need to examine/look at a child’s private parts (to make sure they are growing), but a parent should be in the room with the doctor and the child. Also, sometimes at their age, a parent may still need to help a child with bathing or getting dressed. Besides these two examples, **NO ONE** should be touching or looking at a child’s private parts OR asking a child to look or touch their private parts.

Explain that Sarah is going to talk about the rule “Safe Touches and Unsafe Touches” and show video ***Safe Touch, Unsafe Touch (2:07)***

- Review the points in the video. Talk about how important it is if a child gets an UNSAFE touch that they tell a trusted adult. No one should ever tell them to keep this a **secret** (might try to get them not to tell by giving presents and being really nice).
- Remind students that it is **NEVER** the child’s fault if someone gives them an unsafe touch. The way to stop unsafe touches is by telling a TRUSTED adult.
- Tell students there are 3 things they can do if they are ever in an unsafe situation where they feel uncomfortable or scared: **“Shout, Run, Tell”**

Show video ***Shout, Run, Tell (1:46)***

- Review **“Shout, Run, Tell”** (use hand motions to reinforce and allow for movement/engagement for kinesthetic learners.)
- Ask students if they know what a **Trusted Adult is?** Define as **“Someone who will believe you AND will do something to keep you safe”** Have students brainstorm who are **TRUSTED adults** (parents, teachers, counselors, coaches, police, firefighters, family like aunts/uncles/grandparents). Emphasis that they need to find an **ADULT** they trust (rather than another child or teenager).

ACTIVITY: Follow up with **Paper Doll activity** from website (www.fightchildabuse.org) – also attached.

- **Students draw and name at least one trusted adult.** (Optional: Students can add names of other Trusted adults on paper around the figure.)
- Provide a copy of the “Protect Yourself Rules” poster for each child (attached) and have students color-in or check-off the rules discussed today. (“**Tell a Grown-Up,**” “**Safe Touch/Unsafe Touch**” and “**Shout Run Tell**”).
- Let students know we will work on “**Stranger Safety**” and “**Doesn’t Matter Who It Is**” during the next lesson.
- **Optional:** Attach the parent letter that provides some strategies/information from today’s lesson. This is NOT the parent letter that is required to be sent home before the lesson.

Evaluation:

Students will demonstrate knowledge about safe and unsafe touches and what they can do to protect themselves by responding to review questions.

- Students can use ‘thumbs up/thumbs down’ or ‘stand for yes, sit for no’ allowing counselor to assess who understands the information and who may need more information.
 - ***If someone makes us feel uncomfortable or unsafe in a public place, it is okay to tell them in a LOUD voice to go away. (YES)***
 - ***If someone touches us on a part of our body that would be covered by a bathing suit, that is a SAFE touch. (NO)***
 - ***Sometimes a touch that is playful or gentle can still be an UNSAFE touch. (YES)***
 - ***It is okay to keep a secret about unsafe touches. (NO)***
 - ***The best person to tell if you are feeling unsafe or uncomfortable is a baby. (NO)***
 - ***Parents and teachers are usually trusted adults. (YES)***
 - ***No one has the right to touch you inappropriately. (YES)***
- Students can **name at least one Trusted Adult at home and at school.** Student has documented at least one Trusted adult on their student activity.

Follow-up or Lesson Extension:

Students are asked to share this letter/packet with their Trusted Adult. Let students know that next lesson we will continue to talk about other ways we can stay safe.

The Protect Yourself Rules

Parents/Guardians,

Today during our school counseling lesson, we discussed safe and unsafe touches along with the strategy, "Shout, Run, Tell." AACPS is using materials called "The Protect Yourself Rules" from the following website: www.fightchildabuse.org. This focus is related to Erin's Law which is a Maryland law assuring that students receive information and strategies about how to keep themselves safe.

Parents are one of the most important personal safety teachers for a child. We discussed "trusted adults" during the lesson. A **trusted adult** is defined as **someone who will listen to you, believe you and do something to keep you safe**. I hope you will take the time to review with your child some of the important points discussed today:

- **Safe touches** are touches that make us feel safe, cared for, and loved.
- **Unsafe touches** are touches that hurt our bodies (like hitting) or make us feel uncomfortable (like touching private body parts-the areas where a bathing suit covers).
- Your body belongs to you. You have the right to tell others if you don't want to be touched.
- If you are ever in an unsafe or uncomfortable situation, you can use the "Shout, Run and Tell" strategy. Ask your child to show you what this strategy looks and sounds like!
- Trusted adults are people who you can tell if you are feeling unsafe or uncomfortable. These adults will listen, believe and get you help. Who are the trusted adults in your child's life?

Thank you reinforcing these ideas and strategies at home. Please contact me if you have any questions/concerns.

Sincerely,

School Counselor

The Protect Yourself Rules



Activity

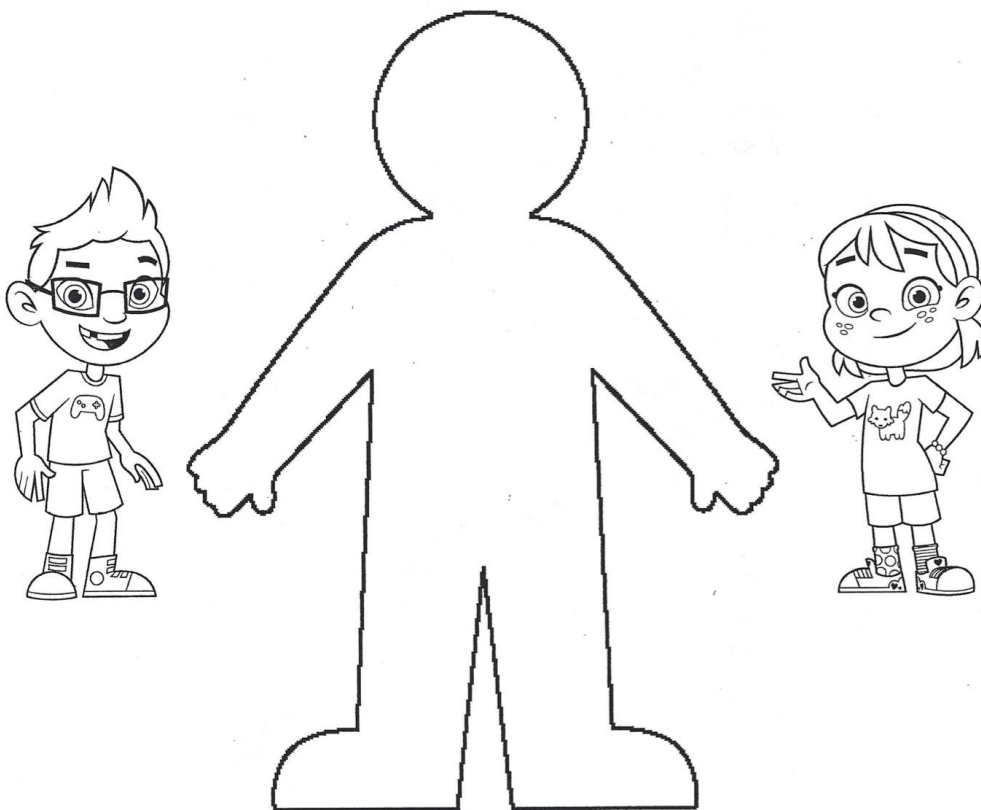
Name: _____ Date: _____

Lesson 1: The Protect Yourself Rules

PAPER DOLLS

Who is a grown-up that you can go to when you need help, like when you get a scrape and need a band-aid? It could be your mom, your dad, an aunt, uncle, brother, sister, grandparent, or maybe a teacher.

Picture that person and use crayons or pencils to draw them on your Paper Doll.



FAIR HAVEN AREA SCHOOL DISTRICT FOUNDATION

Extension lessons produced in collaboration with WonderGroveLearn.com

Grade 1, Lesson 1 - v01



AACPS School Counselor Lesson Plan

Modeled after the ASCA Lesson Plan

School Counselor: _____
AACPS Core Curriculum Topic: Erin's Law Lesson # 2 of 2

Date: _____
Grade(s): 1st

ASCA Mindsets & Behaviors standards addressed:

- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
 - Demonstrate personal safety skills
 - Demonstrate effective coping skills when faced with a problem
 - Demonstrate advocacy skills and ability to assert self, when necessary

Essential question and 21 Century Learning connection:

- How do I keep myself safe at home and in my community?
- What do I do if I feel unsafe with a stranger?
- What do I do if I feel unsafe with someone I know?

Objectives/Outcomes:

- Name at least two Trusted Adults at home and two at school.
- Describe ways to stay safe around a stranger or someone who is making you feel unsafe.
- Analyze the actions of trusted adults and actions that leads to a child not trusting them.

Materials:

- Poster of "Protect Yourself Rules" free from website (www.fightchildabuse.org)
- Videos at www.fightchildabuse.org: "Neighbor" (3:44) and "Friendly Stranger" (3:04)
- Student Activities: "Protect Yourself Rules with Trusted Adult" and "Shout Run Tell" Handouts
- Optional – Letter for parents to send home to reinforce ideas
(Note: This does **not** replace the mandatory letter informing parents before lessons).

Procedure:

1. Lesson topic today will continue to focus the "**Protect Yourself Rules**" that help us remember how to stay safe. Ask if they can remember the three rules that we talked about last time? ("**Safe Touch/Unsafe Touch**," "**Shout, Run, Tell**" and "**Tell a Grown-Up**"). Review the main points from these rules, including the hand motions for "**Shout, Run, Tell**".
2. Review definition of **Trusted Adult** ("**Someone who will listen to you, believe you AND do something to keep you safe**"). Have students name **two home** and **two school Trusted Adults** (handout attached below).

3. Today, we will learn two more rules to help us stay safe: **“Doesn’t Matter Who It Is”** and **“Stranger Safety.”** *Optional: Have students check/color in those circles so that they can share that with family at home.*
- Tell students that **UNSAFE touches are not okay even from people we know (other kids, teenagers or adults). No one should touch a child’s private part (unsafe touch). Who remembers the two exceptions to this rule?** (Doctor with parent present and parent who is helping a child with bathing/dressing/health concern)
 - Children have the right to tell someone not to touch your body. Children are in charge of their body and get to decide who touches them. It is okay to say, “NO!” if someone touches when a child doesn’t want to be touched or if they try to touch you on their private parts.
 - **Sarah is going to help us understand the rule, “It Doesn’t Matter Who It Is.” She has a neighbor who is a family friend, Mr. Caro and Sarah thinks he is really nice. But when he tries to touch her on her private parts (the part where her bathing suit covers) she knows that is NOT okay and she knows how to use the rule “Shout, Run, Tell” to get away and get help! Let’s see what she does when Mr. Caro gives her an UNSAFE touch.**
 - Tell students to look for the following while watching the video.
 - Does the “safe and unsafe touch” rule apply to trusted adults like Mr. Caro?
 - What made Mr. Caro’s actions so confusing to Sarah?
 - Show video **“Neighbor” (3:44)**
<https://safeshare.tv/submit?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D9cEGFo8AjLY>
 - Video discussion
 - In partners or small groups have students answer the look for questions. Select a couple to share as a class. (1. Everyone has to follow the “safe/unsafe” rules: trusted adults, friends, classmates, etc. 2. Mr. Caro was a trusted adult, he gave Sarah gifts and was really nice, the touching started as tickling.) Let’s talk about the story Sarah told us about Mr. Caro and the UNSAFE touch.
 - What was the unsafe touch that Mr. Caro did to Sarah? (*tickled her on her chest-a private part of her body that her bathing suit covers*)
 - What did Sarah do? (*SHOUTED, “Stop, don’t touch me” then RAN to the hallway and TOLD her dad what Mr. Caro did to her*)...emphasize that’s one of the rules!
 - Why was it okay for Sarah to YELL/SHOUT at Mr. Caro? (*Because he touched her on her private parts-chest --an unsafe touch*).
 - Ask students if they think it might be weird/hard to yell at a grown-up? Remind them that if someone makes them feel unsafe/uncomfortable it is okay to shout, make a scene or run away and then tell a trusted grown up.
 - Did it matter that Mr. Caro was a family friend, someone Sarah and her parents trusted? (*NO...“It Doesn’t Matter Who It Is” is another rule that will help keep kids safe. No one is allowed to touch a child’s private parts...not brothers or sisters, aunts or uncles, grandparents, family friends, babysitters and neighbors*).

- Ask students what should a child do if a person tells them to keep an unsafe touch a **SECRET?** (Tell a trusted grown-up). Remind them that grown-ups should **NEVER** tell children to keep secrets about unsafe touches...no matter what!
- Emphasize to students that it is never, ever the child's fault if a bigger or older person gives them an **UNSAFE** touch...the *child did not* do anything wrong and should tell a trusted adult.
- Transition to another rule that will help children stay safe..."**Stranger Safety.**" Ask them '**who counts as a stranger?**' (*a person that you and your trusted grown-ups do NOT know; may include people that you might have seen before (neighbors) but your family doesn't really spend time with them or know them well*)
- Ask students what '**rules**' they already know about being around strangers (*don't talk with them, don't take candy from them or help them find an animal, never go with them, always stay by your trusted adult etc...*).

Let them know that Lenny and Sarah are going to show them what to do (and NOT do) around a stranger. Show "**Friendly Stranger**" (3:04) video

- What were some of the safe things that Sarah and Lenny did when they were around the stranger (*shouted, ran and told when they got uncomfortable; did not get in the van*)
- What were some of the **UNSAFE** things that they did when the stranger came with his dog? (*Lenny went to pet him even though his trusted grown-up was not close by, they talked with the stranger; they walked to his van*)
- Remind students that **strangers should never need a kid's help** (looking for a lost dog etc...) and children should never talk to or go with a stranger. This is way it is important to stay close to your trusted grown-up when you are outside or in stores/restaurants/parks. If you are close to your grown-up, then a stranger can't really trick you or hurt you.

Activity:

- Play class game. Students in pairs, table groups, or whole group with movement. . Prepare questions in lesson on small slips of paper or index cards. Have a student "draw" a question and then students discuss with teams and respond. (See attached below)

Evaluation:

- Student understanding assessed during participation in class game
- Individual student completion of naming two Trusted Adults and drawing one of them

Follow-up or Lesson Extension:

Parent handout to encourage continued discussion at home on these topics.

Class Game questions:

(Cut apart and have students draw a situation/question)

- ☐ **Is it ever OK to go somewhere with a stranger?**

- ☐ **Which Protect Yourself Rule do we use to get away if a stranger asks us to go somewhere with them?**

- ☐ **Who counts as a stranger?**

- ☐ **If we get lost in a grocery store and need help finding our trusted adult, who should we ask for help?**

- ☐ **What can we tell someone if they ask us to do something we don't want to do?**

- ☐ **While waiting for the school bus, your mom runs back to your house to get your lunch. Then a woman you do not know drives up and offers to take you to school. What should you do?**

- ☐ **You and a friend are playing at your friend's house and their neighbor asks you to come into their house. What can you say/do?**

- ☐ **Is it OK to scream and make a scene if someone is making us feel unsafe?**

- ☐ **If we are confused about a touch from a friend or family member, which Protect Yourself Rule can we remember?**

- ☐ **Which parts of our bodies are people not allowed to touch?**

- ☐ **Is it OK for a friend or relative to touch us in a place that would be covered by a bathing suit?**

- ☐ **Is it OK for someone to ask us to touch them on a private part of their body?**

- ☐ **If someone makes us feel uncomfortable or unsafe is it OK to tell them to go away?**

- ☐ **How can we tell a Trusted Adult about an unsafe or private touch?**

The Protect Yourself Rules from Strangers

Shout  Run  Tell 

Draw yourself using Shout, Run, and Tell if a stranger approaches
you

SHOUT (What would you say?)

RUN (Where would you run?)

TELL (Who would you tell?)

Name: _____

Classroom Code: _____

The Protect Yourself Rules



Trusted Adult: My trusted adults will listen, believe me and will do something to help.

Name 2 School Trusted Adults: _____

Name 2 Home Trusted Adults: _____

The Protect Yourself

Dear Parents/ Guardians,

During our school counselor lesson today, we continued to discuss the **“Protect Yourself Rules”** to stay safe. Below are some key points discussed during today’s lesson. This is part of Erin’s Law, which requires that all Maryland students have access to lessons on personal safety on this topic. I appreciate your continued support to discuss and practice these safety strategies at home with your children.

Today’s lesson focused on both safety with strangers and safety with people we know who might make us feel unsafe. If you would like to view the videos, they can be found at www.fightchildabuse.org. Today we viewed, “A Friendly Stranger” and “Neighbor”.

Here are some of the key points:

- Whenever they feel unsafe, students are taught to “Shout, Run and Tell”
- Students named two Trusted Adults at home and at school
- Safe touches make us feel safe, cared for and loved
- Unsafe touches make us feel uncomfortable, unsafe and scared.
- We need to ask a trusted adult before interacting with a stranger
- Even if it is someone we know, if we feel unsafe, we need to “shout, run and tell” a trusted adult.

Thank you for reinforcing the key points of today’s lesson. If you have any questions or concerns, please feel free to email me at _____ or contact me by phone at _____.

Sincerely,

School Counselor